

**Missouri Assessment Program
Spring 2002**

Communication Arts

**Released Items
Scoring Guide**

Grade 11

Session:	1
Item No.:	2
Page No.:	5
Content Standard(s):	3, 5
Process Standard(s):	2.4 Present perceptions and ideas regarding works of the arts, humanities and sciences

Item 2:

What effect does the author create by ending the passage with two questions rather than with a concluding statement? Use details and/or examples from the passage to support your answer.

Scoring guide:

2 points - The response includes a complete and reasonable explanation of the effect created by the author's choice based on details and/or examples from the passage as support.

1 point - The response includes a reasonable explanation of the effect created by the author's choice, but support is overly general or simplistic.

0 points - other

Example of a top-score-point response:

The author ended with two questions to show that he still feels a conflict within himself about whether he has the strength of his ancestors and can complete his journey. He might have wanted the reader to wonder what will happen along the next 800 miles of the trail.

Session:	1
Item No.:	4
Page No.:	6
Content Standard(s):	Part A: 3, 5; Part B: 4
Process Standard(s):	Part A 1.6 Discover and evaluate patterns and relationships in information, ideas, and structure; Part B 2.1 Plan and make written, oral, and visual presentations for a variety of purposes and audiences

Item 4:

Imagine that you are a news reporter covering Jerry Ellis's journey. Write the opening paragraph of a news article about his journey. Include his purpose and what he has accomplished so far. Use details and/or examples from the passage in your paragraph.

Part A (content standard 3, 5; process standard 1.6)**Scoring guide:**

- 2 points - The response includes a complete and reasonable account of the author's journey, including his purpose and accomplishments, and uses details and/or examples from the passage as support.
- 1 point - The response includes a reasonable account of the author's journey, including his purpose and accomplishments, but support is overly general or simplistic.
- 0 points - other

Part B (content standard 4; process standard 2.1)**Scoring guide:**

- 1 point - The response includes at least one element showing evidence of appropriately addressing the requested audience (such as time/place headings, title, opening/closing sentences for opening paragraph of newspaper story or article).
- 0 points - other

Example of a top-score-point response:

Jerry Ellis, a 41-year-old Cherokee, is walking the Trail of Tears. The purpose of his trip is to honor and connect with his ancestors, who endured many hardships when forced to make the march from their ancestral homes to Indian Territory (now Oklahoma) in 1838. So far he has walked 100 miles; he has 800 miles and seven states to go. Despite storms and blistered feet, Ellis is determined to complete his journey.

Session:	1
Item No.:	7
Page No.:	8
Content Standard(s):	3, 5
Process Standard(s):	3.5 Reason inductively from a set of specific facts and deductively from general premises

Item 7:

Predict whether or not the narrator will complete his journey. Use details and/or examples from the passage to support your prediction.

Scoring guide:

- 2 points - The response includes a complete and reasonable prediction of whether or not the author will complete his journey and uses details and/or examples from the passage as support.
- 1 point - The response includes a reasonable prediction of whether or not the author will complete his journey, but support is overly general or simplistic.
- 0 points - other

Examples of top-score-point responses:

- I think he will do it. He is determined. He refuses to take a ride when it is offered because he's walking the Trail of Tears, and he tells the driver, "I'll be okay."
- He will not complete his journey. He is already aching and has blisters after 100 miles, and he has 800 more to go.

Writing Prompt Session 2

4 Points

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing effectively.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- Clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Shows complexity, freshness of thought, and individual perspective.
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- Has a clear beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a controlling idea.
- Generally progresses in a logical order.
- Uses cohesive devices between and within paragraphs.
- Addresses the topic using relevant details, reasons, and examples.
- Uses precise language.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows some complexity, freshness of thought, and/or individual perspective.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- Has evidence of a beginning, middle, and end.
- Shows evidence of paragraphing.
- May contain a sense of direction, but may lack focus.
- May not progress in a logical order.
- May not use cohesive devices.
- Addresses the topic, but relies on generalities (lists) rather than specifics (development).
- May use imprecise language.
- Contains sentences that are generally clear but may lack variety and complexity.
- Attempts to use some writing techniques.
- May lack complexity, freshness of thought, and/or individual perspective.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- May lack evidence of a beginning, middle, and/or end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order, and may digress to unrelated topics.
- Lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that lack variety and clarity.
- Shows little or no evidence of writing techniques.
- Lacks complexity, freshness of thought, and individual perspective.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.